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ABSTRACT

This paper describes the functions and services of four federally-funded information dissemination networks--the Research and Development Exchange (RDx), the Educational Resources Information Center (ERIC), the National Diffusion Network (NDN), and the State Capacity Building Programs (SCBP)--and explains how each network interrelates within Appalachia Educational Laboratory's Regional Exchange in providing educational information to the community. Included are complete citations, descriptors, and abstracts of 21 ERIC documents and journal articles. (RBF)

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Providing Technical Assistance in the Location of Information Resources to Designers and Developers of Professional Inservice Programs

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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by

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Information Specialist

November 1981

The Sixth Annual Conference:
The National Council of States on
Inservice Education, New Orleans, LA

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Providing Technical Assistance in the Location of Information Resources to Designers and Developers of Professional Inservice Programs

Introduction

Over the past decade there has been an "information explosion" in education whereby much knowledge and research has emerged on a myriad of topics: for example, energy conservation, computer technology, sex role stereotyping, minimum competency testing, brain research, and learning characteristics. This new knowledge is emcompassed within professional journals, research reports, conference papers and proceedings, exemplary programs, and within human expertise. In an effort to disseminate this existing knowledge-base and "bridge the gap" between the educational practitioner and the educational researcher and developer, the U. S. Office of Education has made information dissemination one of its major goals.

> Dissemination is defined as "a two-way process for communicating knowledge relevant to educational needs and problems so that educational decision makers and practitioners can rationally consider alternatives to current practice and the results of research and development in improving educational programs." [1]

The purpose of this paper is to describe four federally-funded information dissemination networks: the Research and Development Exchange (RDx), the Educational Resources Information Center (ERIC), the National Diffusion Network (NDN), and the State Capacity Building Programs (SCBP); and explain how each network interrelates within a nationwide dissemination configuration in providing technical assistance at every level of

[1] National Institute of Education, Program Announcement: State Dissemination Grants Program, FY 78, pg. 6.

the educational community. I am using the generic definition of network to include ERIC and SCBP:

> an interrelated or interconnected chain, group, or system. (Webster's)

In particular, this paper will describe, through a regional dissemination model, how these four information dissemination networks can be utilized in the design and development of professional inservice education programs.

In my role as information specialist working at the Appalachia Educational Laboratory's (AEL) Regional Exchange (a component of the RDx), my job is to provide technical assistance in the location of research-based information and resources to state departments of education and others within the eleven states served by AEL. The RDx, which I will describe in more detail, is a nationwide network of regional exchanges which provide educational services to state departments of education and others within a particular geographical region.

Requests for information arrive in a variety of ways: through designated contacts within the state departments of education, through local and intermediate educational agencies in liaison with their SEA, from college and university professors, and occasionally, from an outside agency with an interest in educational research findings. The request usually is in the form of a problem statement such as, "I'm designing a conference and would like to identify five authorities in the field of adolescent education who possibly could be presenters." For example, recently a requestor who was planning a workshop on the use of microcomputers wanted to know of some district or state level educators who were working with microcomputers in the classroom. This request also required material on

the state-of-the-art in microcomputers to provide as pre-workshop reading for participants. Another request came from a reading consultant at a local education agency who was planning a series of workshops for her districts' K-12 teachers and wanted to locate a film on reading diagnosis to supplement her other workshop materials. Content area specialists in education often request periodic searches in order to keep abreast of the current literature in their field. Teacher Center personnel are often interested in the latest materials on a topical area and want to review the literature or find human resources for presentations. In summary, through my experience at the Regional Exchange, I have had requests to locate: (1) educational programs and products which may be adopted to meet a particular agency's needs, (2) human resources such as consultants in the content areas, (3) multimedia, and (4) literature on research findings to support a specific program or concept about to be implemented.

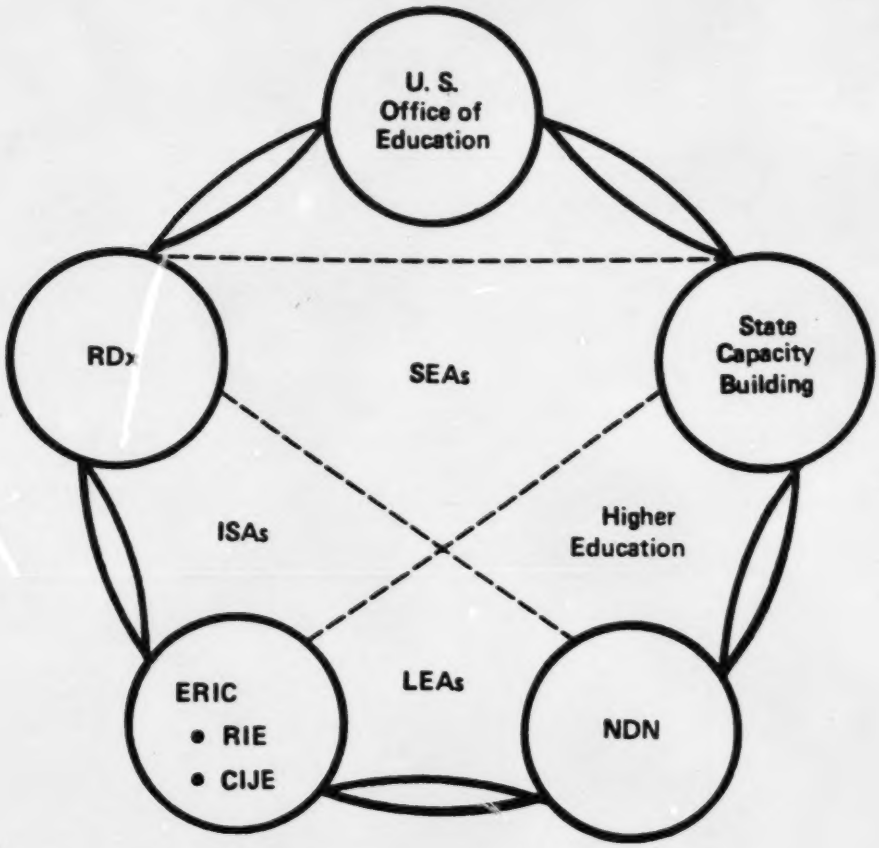
The above requests are examples of types of information resources which can be provided by a regional educational exchange. In searching to locate resources for educators for their use in planning and conducting professional development programs, I draw from the variety of sources found within four major dissemination networks: ERIC, NDN, SCBP, and RDx.

AEL/Rx Model

Within AEL's scope of work as a Regional Exchange (Rx), a contractural agreement with the National Institute of Education (NIE) promises to deliver five conferences a year to the eleven states in its geographic region. Between 1980-1981, the AEL Rx has conducted a series of workshops centering around the theme of "Improving Basic Skills Using Classroom Management Techniques." Drawing from the resources within the nationwide RDx network, the NDN, ERIC, and our contacts within the region, AEL has been able to identify and recruit research-based programs and resources as the feature of its regional workshops. To date, AEL has brought to the region research on the Jane Stallings Model on Classroom Management; Classroom Organization for Effective Teaching (COET) conducted at The University of Texas R & D Center under the general direction of Carolyn Evertson; Proficiency Verification System (PVS) developed by the SWRL Educational Research and Development Laboratory, California; and Michael Katims' work on the Chicago Mastery Learning program, to name a few. In November 1981, AEL's Regional Workshops culminated in a Regional Forum where local educators shared what they had learned and how they had implemented the research-based information presented over the last two years. The national dissemination effort of "bridging-the-gap" between research and practice had been accomplished at AEL's Rx Regional Forum through the testimony of the presenters.

Information Sources for Staff Development

Federally Funded Networks



School improvement = coordination between R & D producers and dissemination networks.

The Four National Networks: How They Work

National Diffusion Network:

The (NDN) is a nationwide network of educators committed to locating the best local educational programs and making them accessible at a low cost. It has been in operation since 1973 and is funded by the U.S. Office of Education, Division of Educational Replication. The NDN functions as the source of replication of school and district programs that are already in existance and proven to be successful. NDN programs go through a national validation process called the Joint Dissemination Review Panel (JDRP). The exemplary programs chosen by JDRP evaluators are based on statistically significant achievement gains and can be replicated in other schools. To date, thousands of schools throughout the nation have adopted NDN programs called Developer/Demonstrators. In its effort to assist in the adoption process, NDN has provided inservice training to over 20,000 educators each year.

An example of an NDN program in progress in New Jersey:

The New Jersey Writing Project

For students, grades 7-12
CONTACT: Linda Waitkus, Project Director
South Burnswick Township Public Schools
Monmouth Junction, NJ 08852

The New Jersey Writing project is a state-wide writing program based on a thorough knowledge of the composing process. This project is predicated on the following assumptions: writing is a process and a mode of learning; teachers of writing should write; teachers teaching teachers accomplish efficient curriculum change; theory about and assessment of writing should enhance classroom practices. The program involves three stages: teacher training, implementation and staff development, and assessment. (Excerpt from INTERACT, October 1980.)

Research and Development Exchange (RDx):

The RDx is a network of regional educational laboratories and university-based R & D Centers working toward school improvement through service delivery to clients within a specific geographic region. Eight regional exchanges provide technical assistance and staff development in planning and implementing school improvement programs through the identification, synthesis, and dissemination of educational resources and programs. Four central support services within the RDx provide resource suppcrt to the eight regional exchanges through the training and consultation in the design and delivery of staff development and dissemination services; through the development of R & D synthesis; in the human and organizational resources database; and in the coordination of the RDx operations.

As one of the eight regional exchanges, AEL serves eleven states within its geographical region: West Virginia, Virginia, Tennessee, Kentucky, Ohio, Pennsylvania, Georgia, Alabama, North Carolina, South Carolina, and Florida. In its efforts to enhance school improvement in these states, AEL's Rx provides information resources through the RDx developed research-based products and programs, as well as providing a staff of human resources--experts in various subject area fields--to aid in the staff development activities of state and local agencies. In supporting the staff development activities of the Rx, AEL provides online search services of ERIC and a linkage with NDN. For further information on regional exchanges and their locations, see the R&D Exchange Brochure.

Educational Resources Information Center (ERIC):

ERIC is a nationwide information system comprised of a network of 16 clearinghouses. In existence since 1967, ERIC is supported by NIE. Each clearinghouse focuses on a specific subject area in education and collects, abstracts, and indexes acquired literature which is published in two major indexes: Resources in Education (RIE) and Current Index to Journals in Education (CIJE).

RIE announces approximately 1200 abstracts monthly which are availble in microfiche format. CIJE, a monthly index to the 750 educational or educational related journals, announces approximately 1,700 titles per month. Combined, there are over 400,000 titles available to date in the ERIC system. RIE's and CIJE's are housed in most large university libraries, in special information centers, such as the State Capacity Building Programs, and school districts throughout the country. For a listing of where ERIC microfiche collections are located, see the Directory of ERIC Microfiche Collections (September, 1980).

As a national educational repository, ERIC provides manual and online access to journal literature, research reports, exemplary programs, conference papers and proceedings, curriculum guides, and a host of other educational efforts, both of an historical and current nature.

ERIC was the first database to be electronically retrievable although more than 120 databases now can be searched by computer. In this era of double digit inflation, ERIC is still the most inexpensive file to be searched online. The publication, Directory of ERIC Search Services, (March, 1981), provides the reader with the locations and costs of online services.

In addition to CIJE and RIE, each ERIC Clearinghouse publishes free resources such as newsletters, bibliographies, resource lists, and research syntheses on educational issues. One example is the ERIC publication from the Clearinghouse on Educational Management, University of Oregon: The Best of ERIC on Educational Management-- anannotated selection of the most useful information available on a specific topic. The reader may be especially interested in April, 1981 issue which is devoted to the topic of Staff Development.

State Capacity Building Programs (SCBP):

SCBP operate in 33 state departments of education (SEA). Initiated in 1975 through the support of NIE, five cohorts, or groups of states, were funded over a three to five year period. The goals of the SCBP are to assist SEAs in implementing, strengthening, and institutionalizing dissemination services that will facilitate improvement of educational practice and enhance educational equity. "A SEA's dissemination system may extend beyond the organizational boundaries of the SEA to include other organizations with which the SEA cooperates in providing needed resources or services for dissemination." [2]

Information resources, linkages, and leadership/management are the three foci for capacity building efforts. The following excerpt provides a description of Alabama's Project Aids' efforts to focus on resources:

[2] Building Capacity for Improvement of Educational Practice: An Evaluation of NIE's State Dissemination Grants Program. Durham, N.C.: NTS Research Corporation, 1979.

Alabama Project AIDS

> The resource center established by the Project has relied largely on the ERIC files for responding to client requests. The DIALOG system is used to access the files, while a QUERY retrieval system at Auburn University supplies low-cost printing of abstracts. Microfiche and journal articles are supplied upon request. Several other files available on the DIALOG system are used occasionally. National information resources, such as the Education Commission of the States, the Educational Products Information Exchange, and the National Education Association, have been used frequently to supplement ERIC.
>
> AIDS has designed and will implement a system for identifying and validating promising educational programs and practices in Alabama and will build a file of such programs as an additional resource of the resource center. SEA information resources (e.g. curriculum gjides, brochures, reports) will be inventoried and referenced through the Project, thus facilitating access to a wide range of information. [3]

According to a review of project plans and accomplishments of NIE's State Dissemination Grants Program, the 1979 evaluation study by NTS Research Corporation[4] revealed that the programs tend to follow a similar developmental pattern:

> First Year — Establish resource base, install on-line computer searching, conduct user needs study, inventory available resources, identify pilot site(s), promote awareness, train SEA linkage agents, develop linkage mechanisms, begin development of a promising practices file, begin to coordinate existing dissemination activities, conduct formative project evaluation.

[3] The State Capacity Building Program: 1977 State Abstracts. Durham, N. C., NTS Research Corporation.

[4] An Evaluation of NIE's State Dissemination Grants Program: Interim Report. August 1979, pg. 35.

Second Year	Expand resource base, install on-line computer searching, evaluate resource base and revise if necessary, develop resource guides, refine user needs study, add more pilot sites, expand awareness effort, train regional/intermediate unit linkage agents, pilot test linkage mechanism, update/expand promising practices file, continue coordination of dissemination efforts.
Third Year	Expand resource base, establish another resource base, add more pilot sites, train LEA linkage agents, begin development of a human resources file.
Fourth Year	Add more pilot sites, train additional LEA linkage agents, update/expand human resources file, evaluate and revise linkage mechanisms.
Fifth Year	Stress total coverage, institutionalization functions.

Summary

Reciprocation among the networks in providing technical assistance to the educational community touches many bases. As cited though the examples in the AEL/Rx model of workshops on basic skills, the network of labs and centers which compose the RDx are a primary source in identifying and recruiting current federally funded research. NDN publications and state facilitators provide information on current "proven" programs developed by classroom teachers which can be adopted by schools and/or districts. Components of the ERIC system add to the identification and location of relevant resources for inservice programs. Every educator in the country has potential access to the literature. SCBP, with access to the other three information disseminatin networks, provides its own information network to educators at the intermediate and local levels.

Each network, as it interacts within the nationwide dissemination configuration, offers unique kinds of technical assistance in providing information and resources that can be used in planning and conducting staff development programs.

Using ERIC Resources For Professional Development

EJ246389
Developing Teacher Efficacy: A Triple Challenge to Professional Development in the 80's.
Amodeo, Luiza; And Others
Action in Teacher Education, v3 n1 p39-44 Win-Spr 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
The challenge to teacher development in the 1980s focuses on three areas: (1) multicultural education; (2) diagnosis and prescription based on learning styles, as well as on achievement level; and (3) awareness of the differences in function of the right and left hemispheres of the brain. (JN)
Descriptors: *Cerebral Dominance; *Cognitive Style; Cultural Awareness; *Educational Diagnosis; Futures (of Society); Inservice Teacher Education; *Multicultural Education; *Professional Development; Skill Development; *Teacher Effectiveness

EJ246387
The Role of Research in Professional Development.
Richey, Rita C.
Action in Teacher Education, v3 n1 p27-34 Win-Spr 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Three professional development models are described which use research as a basis for the content and the process of program design and implementation. These are: (1) the research-based planning model; (2) the research-based problem solving model; and (3) the research-based data collection model. (JN)
Descriptors: *Data Collection; *Educational Research; Inservice Teacher Education; *Problem Solving; *Professional Development; *Program Development; *Research Design; Research Utilization; Staff Development

EJ246384
Building a Conceptual Framework for Professional Development.
Holly, Mary Louise; Blackman, Charles
Action in Teacher Education, v3 n1 p1-10 Win-Spr 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Most educators agree that professional development should promote better teaching, greater understanding of children and youth, and improved curricula. A framework for effective inservice involves the five essential categories of attitude, climate, content, organization, and time. (JN)
Descriptors: Empathy; *Inservice Teacher Education; *Professional Development; *Program Design; *Staff Development; Teacher Behavior; Teacher Characteristics; Teacher Education Programs; *Teacher Improvement

EJ245684
The What, How, and When of Professional Improvement.
Mangieri, John N.; McWilliams, David R.
Educational Leadership, v38 n7 p535-37 Apr 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
The Collaborative Instructional Improvement process is a communication facilitating process that enables a supervisor and a colleague to identify problems, delineate action strategies and responsibilities, specify time constraints, and establish an evaluation design. (Author)
Descriptors: *Communication Skills; Elementary Secondary Education; *Interprofessional Relationship; *Occupational Information; *Professional Development; *Supervisors; *Teacher Supervision

EJ244778
Six Years of Progress in Inservice Education.
Edelfelt, Roy A.
Journal of Research and Development in Education, v14 n2 p112-19 Win 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); EVALUATIVE REPORT (142)
Critical trends and actions affecting the present and future state of inservice education are discussed. (CJ)
Descriptors: *Curriculum Development; Educational Objectives; *Educational Trends; Faculty Development; Futures (of Society); *Inservice Teacher Education; Postsecondary Education; *Professional Development; Staff Development; *Teacher Centers

EJ242766
Education and Development of the Training Professional: Problems and Perspectives.
Spitzer, Dean R.
Performance and Instruction, v20 n1 p18-21,32 Feb 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); POSITION PAPER (120)
Argues that although the training field is evolving rapidly, pre-professional education and continuing professional development are not adequately meeting the needs of the profession. Twelve areas of concern are discussed, and five basic elements to be incorporated in curriculum changes are offered. (Author/MER)
Descriptors: *Curriculum Development; *Professional Continuing Education; *Professional Development; Professional Education; *Professional Training; *Trainers; Training Methods

EJ238602
Last Call for Professional Self-Improvement.
Killian, Joyce; And Others
Educational Leadership, v38 n3 p221-23 Dec 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Faced with the possibility of mandatory continuing education laws, educators can learn from the mistakes and successes of other professions. Teachers and administrators must take a leadership role in planning and participating in continuing education programs throughout their professional careers. (Author/MLF)
Descriptors: *Compulsory Education; Elementary Secondary Education; *Inservice Teacher Education; *Management Development; *Professional Continuing Education; *Professional Development; Self Determination; *Standards; Teacher Administrator Relationship; Teacher Associations

ED201038
A Monograph on Staff Development.
Smith, Theodore, Ed.
California State Dept. of Education, Sacramento.
1980 26p.
Available from: Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.50 plus sales tax for California residents).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIESEP81
Government: State
Designed to provide information for those who make decisions about staff development at the school district level as well as for those responsible for implementing school-site programs, this monograph is based on the premise that an integral part of any school improvement effort is an organized, sustained, and comprehensive program of staff development. The first chapter discusses the rationale for a staff development program, cites recent legislation that promotes staff development, and presents categories that might be considered for the content of a staff development program. The second chapter covers the management aspects of staff development, suggests ways school districts and schools can develop a coordinated system, outlines administrative responsibilities, and describes the processes and activities that take place in quality programs. The final chapter treats strategies and criteria for program evaluation and poses questions that might be asked to determine whether or not a school district has the structure necessary for maintaining a comprehensive staff development program. (Author/WD)
Descriptors: Administrative Policy; Administrator Responsibility; Continuing Education; Elementary Secondary Education; *Faculty Development; Federal Legislation; Guidelines; *Inservice Education; Instructional Improvement; Planning; *Professional Development; Program Effectiveness; Program Evaluation; State Legislation

ED199212

Handbook on Teacher Renewal and Development. NAIS Teacher Services Committee.

Brennan, Mary Alice, Ed.; And Others

National Association of Independent Schools, Boston, Mass.

1981 76p.

Report No.: ISBN-0-934338-45-0

Available from: National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 ($6.75).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIEJUL81

This handbook offers insights and discussions on opportunities for professional growth and career expansion available to private school personnel. Overviews are presented on the relationship between the private school and its faculty, and the school's responsibility to encourage individual development in faculty members as well as in students. Requisites of an effective professional development program are outlined, and descriptions are given of programs in selected schools. Lists and statements about organizations, activities, books, and films that may serve as useful resources to professional development program planners are offered. (JD)

Descriptors: Degrees (Academic); *Financial Support; *Individual Development; Inservice Teacher Education; Postsecondary Education; *Private Schools; *Professional Development; *Sabbatical Leaves; *Staff Development; Summer Programs; Teacher Certification; Teacher Role; Teacher Salaries

ED197485

A Process to Determine Professional Development Needs of Principals in a School District.

Seagren, Alan T.; Geering, Adrian D.

13 Aug 1980 33p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (34th, Norfolk, VA, August 10-15, 1980). Appendix C may be marginally legible due to broken print of original document.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Nebraska

Journal Announcement: RIEJUN81

This paper describes a process for determining professional development needs of principals as a basis for designing inservice programs. The study took place in Independent School District 196, one of the largest districts in Minnesota. A questionnaire and the Nominal Group Technique (NFT), a structured group meeting that follows a prescribed sequence of problem-solving steps, were used in determining inservice needs of principals. A questionnaire was developed that has 60 statements of principals' competency equally divided among 12 administrative areas of competency. The questionnaire requires respondents to make two responses to each item--principals' present level of behavior, and the importance attached to each level of competency for principals in the district. The survey was sent to 300 teachers, 14 principals, and each of six central office staff who had agreed to participate in the study. All of the principals and central office staff completed the questionnaire. The response rate for teachers was 59 percent. After analysis of the data, the NGT technique will be used to identify the most important needs for inservice education. The appendices contain copies of the forms used in the study. (MLF)

Descriptors: Elementary Secondary Education; *Inservice Education; *Management Development; *Needs Assessment; *Principals; *Professional Development; Questionnaires

Identifiers: Nominal Group Technique

ED197423

Systemic Appraisal of Educational Leadership Personnel. Informal Publications.

Licata, Joseph W.

Ohio State Univ., Columbus. Mershon Center.

1980 75p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEJUN81

This text presents a model that systemically relates professional development and evaluation in an appraisal of educational leadership personnel. Developmentally, appraisal is seen as a diagnostic, relatively non-judgmental system by which educational administrators gather data about their professional performance and growth. Evaluatively, appraisal is seen as a data gathering system by which the organization can make necessarily judgmental decisions about its educational leadership personnel. While both development and evaluation use teacher assessments of the administrator as a foundation, the two procedures are distinct and proceed independently. The development process, which remains confidential, begins with the administrator assessing the teacher data. The administrator initiates an external observation of himself or herself by two trained individuals. The observation is followed by a developmental conference designed to create a personal program for professional growth. The evaluation process involves an assessment of the teacher

data by a supervisor who initiates evaluation. Two trained individuals observe the administrator's performance, leading to an evaluation conference which offers recommendations and recognition. Implementation of systemic appraisal involves five steps: (1) decide to implement the system; (2) develop a consensus definition of performance; (3) train system participants; (4) field test the system; (5) evaluate the field test results. (JK)

Descriptors: *Administrator Evaluation; *Job Performance; Management Development; Principals; *Professional Development; Self Evaluation (Individuals)

ED192763

Professional Development and Educational Technology. Proceedings of the National Conference (Washington, D.C., January 16-18, 1980).

Association for Educational Communications and Technology, Washington, D.C.

1980 158p.; Some figures may not reproduce.

Available from: Association for Educational Communications and Technology, 1125 16th Street, NW, Washington, DC 20036 ($15.00/non-members, $13.50/members).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); POSITION PAPER (120); RESEARCH REPORT (143)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEFEB81

The papers collected here were presented at a three-day conference which focused on the use of communications technology for educational/instructional purposes. Participants included representatives from elementary and secondary schools; two- and four-year colleges and universities; continuing education and lifelong learning; industry, labor, and government; and the professions, including medical and health care, engineering, and law. The presentations reflect the three-fold purpose of the conference which was to (1) discuss issues and problems related to educational technology, (2) present case studies of successful applications, and (3) determine recommendations for future solutions to existing problems. Presentations include discussions of videodiscs, computer assisted instruction, the Educational Telecommunications for Alaska (ETA) project, microcomputers, and educational database systems. (LLS)

Descriptors: Case Studies; Computer Assisted Instruction; Data Bases; *Educational Improvement; Educational Innovation; *Educational Needs; *Educational Technology; Microcomputers; Networks; *Problems; *Professional Development; Teacher Attitudes; Videodisc Recordings

ED191845

How Can Evaluation of Staff Development Centers be Made Useful to Researchers? Occasional Paper No. 32.

Lezotte, Lawrence W.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Jun 1980 13p.; Paper presented at the American Educational Research Association conference (Boston, MA, 1980).

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: 400-76-0073

Available from: Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($1.50).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEJAN81

Professional development center programs present the opportunity for both practitioners and researchers to gain valuable insights into the teaching profession and the mental lives of teachers. Evaluation of these programs informs educational researchers and is responsive to the needs and expectations of funding agencies. It would be useful to conduct program evaluations in the areas of decision making, program and participant characteristics, and program effectiveness. (Author/CJ)

Descriptors: Cognitive Processes; Decision Making; *Evaluation Needs; Participant Characteristics; *Professional Development; Program Effectiveness; *Program Evaluation; *Research Opportunities; *Teacher Behavior; *Teacher Centers

ED191840#

Sources and Resources: An Annotated Bibliography on Inservice Education. (Revised Edition).

Syracuse Univ., N.Y. School of Education.

1979 313p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Available from: National Dissemination Center, Syracuse University, 123 Huntington Hall, Syracuse, NY 13210 ($4.50).

Document Not Available from EDRS.

Language: English

Document Type: BIBLIOGRAPHY (131)

Geographic Source: U.S.; New York

Journal Announcement: RIEJAN81

This annotated bibliography on inservice teacher education, part of the Professional Development series, is divided into twelve sections: (1) concepts, perspectives, and trends; (2) developmental process; (3) teacher centers; (4) implementation methods for professional development techniques; (5) implementation methods for specific educational policies; (6) traditional education; (7) funded and legislative programs and special interests; (8) human dynamics; (9) client centered curriculum; (10) resources; (11) research; and (12) special state programs. Each subtopic includes a brief glossary for use with its subdivision. (CJ)

Descriptors: Curriculum; Educational Needs; *Educational Philosophy; *Educational Research; *Educational Resources; Exceptional Persons; Human Relations; *Inservice Teacher Education; *Professional Development; Program Development; Program Implementation; Special Education; State Action; Student Centered Curriculum; Teacher Centers; Teaching Methods

Identifiers: National Council of States on Inservice Education

ED190660

Professional Development Priorities Process (Needs Assessment). Leader's Handbook.

Southeast Idaho Teacher Center Consortium, Twin Falls.

1979 50p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Idaho

Journal Announcement: RIEDEC80

Step-by-step instructions are provided for implementing the Professional Development Priorities Process (PDPP), an educational needs assessment process, by a school faculty member with groups of eight peers or more. The essence of PDPP, which was designed at the Southeast Idaho Teacher Center Consortium, is a dynamic group process in which needs are elicited and recorded, priorities are determined, and modes of inservice delivery are articulated--all within one 75-minute session. The return from the PDPP is 100%, and its high reliability is related to the sharing, discussing, and clear defining of needs. Specific topics covered include planning for logistical items, arranging the physical setting, registration procedures for a single school faculty or for multiple school faculties assessed at one school plant, introducing the process, beginning the process by doing a professional development priorities assessment, rating the needs in terms of immediate or long-term priorities, choosing among delivery options, eliminating unnecessary duplication, assessing resources and processing the data. A materials list, examples of all the visuals and forms used in the process, and ideas for modifying the process to assess needs other than those of professional development are included. (RL)

Descriptors: Elementary Secondary Education; *Inservice Teacher Education; *Needs Assessment; *Professional Development; *Program Development; Resource Materials

Identifiers: Professional Development Priorities Process

ED190530

State Plan for Inservice Education/Professional Development.

Alabama State Dept. of Education, Montgomery.

1979 13p.

Available from: Teacher Education and Professional Development Section, Room 607G, State Office Building, Montgomery, AL, 36130.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); LEGAL MATERIAL (090)

Geographic Source: U.S.; Alabama

Journal Announcement: RIEDEC80

Government: State

This plan is intended to help the Alabama State Department of Education unify and strengthen its approach to the delivery of services pertaining to inservice education and professional development and to provide a means for appropriately focusing attention on inservice education and the need for continuous staff improvement. The seven standards for professional development programs concern: 1) purpose, 2) programs, 3) resources, 4) evaluation, 5) organization and administration, 6) records and reports, and 7) professional staff involvement. (MCC/CJ)

Descriptors: *Delivery Systems; *Inservice Teacher Education; *Professional Continuing Education; *Professional Development; State Standards; *Teacher Improvement

ED186368

Professional Assessment and Development.

Hatfield, Robert C.; Ralston, Sherry

1978 42p.; Paper presented at the Annual Convention of the Association of Teacher Educators (1978).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Michigan

Journal Announcement: RIESEP80

It is proposed that in considering teachers' professional development, emphasis should be placed on teacher assessment as an intergral part of the developmental process, encompassing the total career of the teacher. An overview of the history of teacher evaluation is provided, as well as a review of background literature on professional development. Personal growth and maturation are discussed as being fundamental to the process of professional development. A paradigm is proposed for conceptualizing and studying professional development in such a way that it could lead teachers and researchers to greater effectiveness in facilitating teacher improvement. (JD)

Descriptors: Attitude Change; Classroom Observation Techniques; Individual Development; Inservice Teacher Education; *Needs Assessment; *Professional Development; Program Development; Self Concept; Teacher Attitudes; Teacher Centers; *Teacher Evaluation; *Teacher Improvement; Teacher Responsibility

ED186367

A School's Handbook for Planning a Professional Development System.

Massey, Sara; Crosby, Jeanie

New England Program in Teacher Education, Durham, N.H.

1977 40p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; New Hampshire

Journal Announcement: RIESEP80

A step-by-step program for developing a staff improvement program within a school is offered. Discussions concerning participant identification, task setting, decision making, policy formation, goal decisions, and evaluation are presented, and record-keeping instruments for similar inservice programs are suggested. (JD)

Descriptors: Decision Making; Goal Orientation; Group Activities; *Inservice Teacher Education; Policy Formation; *Professional Development; *Program Development; *Program Implementation; Resource Allocation; *Staff Development

Identifiers: *Teacher Corps

ED185907

Assessment in Further Professional Training.

Gray, H. L.

1980 13p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); TEST, QUESTIONNAIRE (160)

Geographic Source: United Kingdom; England

Journal Announcement: RIESEP80

The process of assessment of learners in professional training is discussed. In professional training, students are involved in assessment, since the examining process is overtly linked to the learning practice. Distinctions concerning examinations, assessment, and evaluation are offered. Professional training is concerned with competence in nontechnological or nontechnical skills, the skills of personal and interpersonal relationships. Further professional training has as its major objective the evaluation of performance by helping the learner to internalize a certain behavioral value system. Professional skills are ones that derive from the social functioning of the self, the expression of personality in social settings. Professional training and development is essentially an individual matter: the improvement of present skills. It is contended that in further professional training, learners will be helped to internalize their learning if they can help determine and select modes and criteria of assessment, examinations, and evaluation (where relevant). In programs of professional training, criteria in examination, assessment, and evaluation accumulate during the program and in reference to the user's environment. It is essential to have the agreement of the learner about the mode of assessment. Lists of leadership skills, knowledge and skill base for leadership, assessment criteria, and modes of presentation of material or assessment are included. (SW)

Descriptors: Higher Education; Individual Development; Interpersonal Competence; *Professional Development; *Professional Education; Professional Training; *Student Development; *Student Educational Objectives; *Student Evaluation; *Student Participation; Student Role

ED183539

Staff Development of Educational Personnel. The Michigan Plan. A Network of Local and Regional Centers.

West Virginia State Dept. of Education, Charleston.

Aug 1979 47p.; For related documents, see SP 015 756-757.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

Contract No.: 300-78-0066

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; West Virginia

Journal Announcement: RIEJUL80

Government: State

This document describes an organizational structure and processes for planning, coordinating and implementing staff development activities. It is meant as a guide or tool for individuals and agencies involved in professional development of school staffs. It is divided into six major sections: (1) definition of terms used in the document; (2) rationale for the staff development program; (3) Michigan's local staff development programs; (4) Michigan state staff development centers; (5) the state planning process; and (6) objectives and activities 1979-80. (JD)

Descriptors: Delivery Systems; Governance; *Inservice Teacher Education; Needs Assessment; *Professional Development ; Program Budgeting; *Program Development; *Program Evaluation ; *Staff Development; Statewide Planning; Teacher Centers

Identifiers: *Four States Project; Michigan

ED183506

Conditions for Promoting Effective Staff Development.

Arends, Richard; And Others

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Feb 1980 42p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: 400-78-0017

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJUL80

The complexities of designing and operating inservice education programs are examined. This publication is organized into four major areas. Chapter one defines the interrelated series of current staff development activities as observed by the authors. Chapter two contains findings that have influenced thinking about the problems discussed in the first chapter and strategies for resolving them. Chapter three presents a relational series of conditions or guidelines for staff development providers. Chapter four anticipates issues that demand consideration, research that remains to be done, and practices that should be furthered. (JD)

Descriptors: Adult Learning; *Change Strategies; *Inservice Teacher Education; Needs Assessment; *Professional Development ; Program Design; *Staff Development; Teacher Role